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ABSTRACT

This collection of checklists is designed for screening preschool children, both handicapped and non-handicapped, in order to identify those with talent in the following areas: intellectual, academic (reading, math and science), creative, leadership, visual and performing arts (art and music), and psychomotor. Each checklist consists of a 7- to 10-item list of behaviors which may indicate talent in the area being studied, and a grid for rating 17 children on each item. Each item can be rated on a 5-point scale from strongly disagree to strongly agree. Items are worded so as to make the checklists applicable to children with little or no spoken language as well as to those with normal language facility. Instructions for using the checklists, computing the scores, and selecting children for follow up study are included. Suggested cut-off scores are based on a norm group of 194 preschool handicapped children; it is suggested that local norms be used for screening non-handicapped children. (CM)

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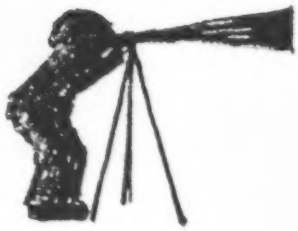
PRESCHOOL TALENT CHECKLISTS RECORD BOOKLET

Intellectual
Academic
Creative
Leadership
Visual and Performing Arts
Psychomotor



Merle B. Karnes and Associates

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RAPYHT: A Model Program for Retrieval and Acceleration of Promising Young Handicapped and Talented

Funded by: Bureau of Education for the Handicapped, Department of Health, Education and Welfare

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INSTRUCTIONS

1. List each child by name and birthdate (e.g., Tom S. 10-12-73) in order from youngest to oldest. Copy these names in order in the spaces provided at the top of each checklist. Write the birthdate of each child on the Intellectual Talent Checklist only.

2. Choose <u>one</u> checklist. (Complete all three areas of the Academic Talent Checklist - Reading, Math, Science - at one time. Complete the Art and Music Areas of the Visual and Performing Arts Talent Checklist separately.)

3. Carefully read each item on the checklist you have chosen.

4. Observe the children for one or two days with the items on the checklist clearly in mind. Review these items briefly once or twice during this period of observation.

5. Set aside 20-30 minutes to complete the checklist. Rate each child on each item according to the following scale:

   1. Strongly disagree
   2. Disagree
   3. Neutral
   4. Agree
   5. Strongly agree

6. Begin with the item at the top of the checklist. Read item #1 carefully.

   a. Rate the first child listed according to how strongly you feel that item #1 applies to him/her.

   b. Be sure to consider the age of the child in your rating. Normal development is very rapid during the preschool years; therefore, each child should be rated as to whether he/she displays a given characteristic to an outstanding degree for his/her age.

7. Follow the same procedure to rate the first child on the remaining items. Do not allow your responses on previous items to influence your thinking on a current item. The ratings are of value only if each item is considered independently of the others.

8. Follow the above procedure to rate each child in the class. Remember to consider the age of each child and avoid comparison between children's ratings on any given item.

9. Repeat this rating procedure for each of the other Talent Checklists.

<u>IMPORTANT NOTE</u>: Checklist items have been worded to avoid penalizing children with little or no spoken language. Keep in mind that less verbal children may exhibit some of the characteristics included in the checklists in ways that differ from those demonstrated by more verbal children.

INTELLECTUAL TALENT CHECKLIST

1. Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

Date:_____ Classroom:_____

Observer:_____

NAMES and BIRTHDATES OF CHILDREN

1. Is highly alert and observant																			
2. Demonstrates exceptional retention of material presented																			
3. Is very curious about a great variety of things																			
4. Is often absorbed in activity																			
5. Learns easily and readily																			
6. Conveys ideas exceptionally well																			
7. Demonstrates advanced ability to apply knowledge to practical situations																			
8. Knows about many things of which other children his/her age are unaware																			
9. Demonstrates advanced understanding of abstract relationships (e.g., cause & effect)																			
10. Demonstrates exceptional ability to solve problems																			
TOTALS																			

RAPYHT 7

1. Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

ACADEMIC TALENT CHECKLIST: READING

Date:_____ Classroom:_____

Observer:_____

Child may be talented in one or more of the following three areas:

	NAMES OF CHILDREN
1. Often selects books as an activity	
2. Uses advanced vocabulary and sentence structure	
3. Has long attention span for reading activities	
4. Demonstrates understanding and exceptional retention of what has been read to him/her	
5. Shows exceptional retention of symbols, letters, and words	
6. Shows unusual interest in printing names, letters, and words	
7. Demonstrates ability to read	
TOTALS	

RAPYHT

ACADEMIC TALENT CHECKLIST: MATH

1. Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

Date:_____ Classroom:_____

Observer:_____

NAMES OF CHILDREN

1. Shows strong interest in counting, measuring, weighing, or ordering objects	
2. Has long attention span for math and math-related activities	
3. Demonstrates advanced understanding of mathematical relationships (e.g., sets, number)	
4. Demonstrates advanced understanding and retention of mathematical symbols (e.g., numerals, operation signs)	
5. Performs simple operations of addition and subtraction easily	
6. Shows strong interest in or advanced understanding of concepts related to time (clock, calendar) or money	
7. Often applies math skills and concepts to activities and projects other than math	
TOTALS	

RAPYHT

1. Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

ACADEMIC TALENT CHECKLIST: SCIENCE

Date:_____ Classroom:_____

Observer:_____

	NAMES OF CHILDREN																		
1. Examines objects carefully, or observes events closely																			
2. Shows strong interest or exceptional skill in classifying																			
3. Has long attention span for activities related to science or nature																			
4. Often inquires about the nature and function of things																			
5. Shows strong interest in science projects or experiments																			
6. Demonstrates advanced understanding of cause and effect relationships																			
7. Demonstrates advanced understanding of abstract concepts (e.g., metamorphosis, evaporation)																			
TOTAL																			

RAPYHT

1. Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

CREATIVE TALENT CHECKLIST

Date:_____ Classroom:_____

Observer:_____

	NAMES OF CHILDREN																		
1. Is highly inquisitive, often examining things closely or asking many questions																			
2. Has a keen sense of humor																			
3. Is often busily involved in work of great interest to him/her																			
4. Demonstrates a high energy level through high productivity or interest in many different things																			
5. Often does things in his/her own way (independent, non-conforming)																			
6. Is highly imaginative in art work, play, use of materials or ideas																			
7. Often has many ideas for a given situation																			
8. Is able to attack a problem or use materials in more than one way (flexibility)																			
9. Often has original ideas or makes original products																			
10. Elaborates in great detail in art work, play, or conversation																			
TOTALS																			

RAPYHT

1. Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

LEADERSHIP TALENT CHECKLIST

Date:_____ Classroom:_____

Observer:_____

NAMES OF CHILDREN

1.	Adapts readily to new situations
2.	Is frequently sought out by other children as a play and work companion
3.	Is self-confident around others
4.	Tends to direct activities in which he/she is involved
5.	Interacts easily with other children and adults
6.	Generates ideas for activities and solutions to problems
7.	Takes initiative with peers
8.	Shows an awareness of the needs of others
9.	Assumes responsibility beyond what is expected for his/her age
10.	Is often used as a resource by other children
	TOTALS

1. Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

VISUAL AND PERFORMING ARTS TALENT CHECKLIST: ART

Date:_____ Classroom:_____

Observer:_____

NAMES OF CHILDREN

1. Shows a very strong interest in anything visual																				
2. Remembers in great detail what he/she has seen																				
3. Spends a great deal of time drawing, painting, or modeling																				
4. Works seriously on art projects, and derives much satisfaction from them																				
5. Demonstrates accelerated development of technical skill in art production																				
6. Uses art media in original ways; experiments with alternative or innovative uses for art materials																				
7. Deliberately plans ahead the use and placement of elements in his/her pictures																				
8. Includes considerable detail and/or embellishments in his/her drawings																				
9. Produces art work which is superior in composition (balance, unity, use of space), design, and color																				
10. Produces art work which is highly original & has a very distinctive style																				
TOTALS																				

VISUAL AND PERFORMING ARTS TALENT CHECKLIST: MUSIC

1. Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

Date:_____Classroom:_____

Observer:_____

NAMES OF CHILDREN

1. Shows unusually high interest in music activities																			
2. Responds sensitively to the mood or character of music																			
3. Repeats short rhythmic patterns with ease																			
4. Sings in tune or very nearly in tune																			

NOTE: The musically talented child who is quiet, shy, or withdrawn might not be identified by items 1-5. Therefore, the opportunity to observe each child's performance on items 6-10 will need to be arranged.

5. Identifies two short rhythmic patterns as the same or different																			
6. Identifies familiar songs from the rhythm alone																			
7. Sings on the same pitch as a model (within the child's natural range)																			
8. Identifies the higher (lower) of two tones																			
9. Identifies two short melodies as the same or different																			
TOTALS																			

1. Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

PSYCHOMOTOR TALENT CHECKLIST

Date:_____ Classroom:_____

Observer:_____

	NAMES OF CHILDREN																			
1. Shows strong interest in fine motor activities																				
2. Demonstrates advanced eye-hand efficiency																				
3. Enjoys movement for its own sake (running, jumping, climbing)																				
4. Demonstrates a wide range of movement (e.g., slow to fast, gentle to strong)																				
5. Shows exceptional balance while performing motor tasks (e.g., balance beam, trampoline)																				
6. Shows exceptional agility in maneuvering his/her body (e.g., stopping & starting, changing direction with control)																				
7. Shows exceptional strength for his/her age																				
8. Demonstrates advanced development of basic motor skills (walking, running, climbing, jumping, kicking, throwing, catching)																				
9. Shows outstanding ability to combine previously learned motor skills (e.g., combining running with jumping)																				
10. Demonstrates advanced ability to adapt basic motor skills or combinations of motor skills to goal-directed activities (e.g., games)																				
TOTALS																				

SCORING AND INTERPRETATION

Computing Checklist Scores

After ratings have been completed on each of the talent checklists, total raw scores should be computed as follows:

1. Beginning with the Intellectual checklists, sum the ratings for all items in the first child's column and record the total in the designated box at the bottom of the checklist.

2. Repeat this procedure for each of the other children.

3. Compute totals in the same manner for the remaining checklists. (Score the three Academic checklists and the Art and Music checklists separately.)

Each child should have nine total raw scores corresponding to the nine areas covered by the PTC.

Selecting Children for Follow-up

Cut -off scores for each talent checklist have been established at 1½ standard deviations above the mean or average score of a norm group of 194 preschool handicapped children. For screening non-handicapped children, local norms should be used.

To identify those children who meet the talent selection criteria, complete an Individual PTC Profile on each child as follows:

1. Locate the child's raw score for the Intellectual checklist along the vertical axis of the graph.

2. Make a mark (dot or x) at this level directly above the appropriate checklist name indicated on the horizontal axis.

3. Write in the child's obtained raw score next to this mark.

4. Repeat the above procedure for each of the remaining checklists.

After all the Profiles have been completed, the teacher should note which children have a score or scores which fall at or above the cut-off level. These children should then be referred for more comprehensive talent assessment. (Procedures for conducting the talent assessment are described in the Preschool Talent Assessment Guide.)

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INDIVIDUAL PTC PROFILE

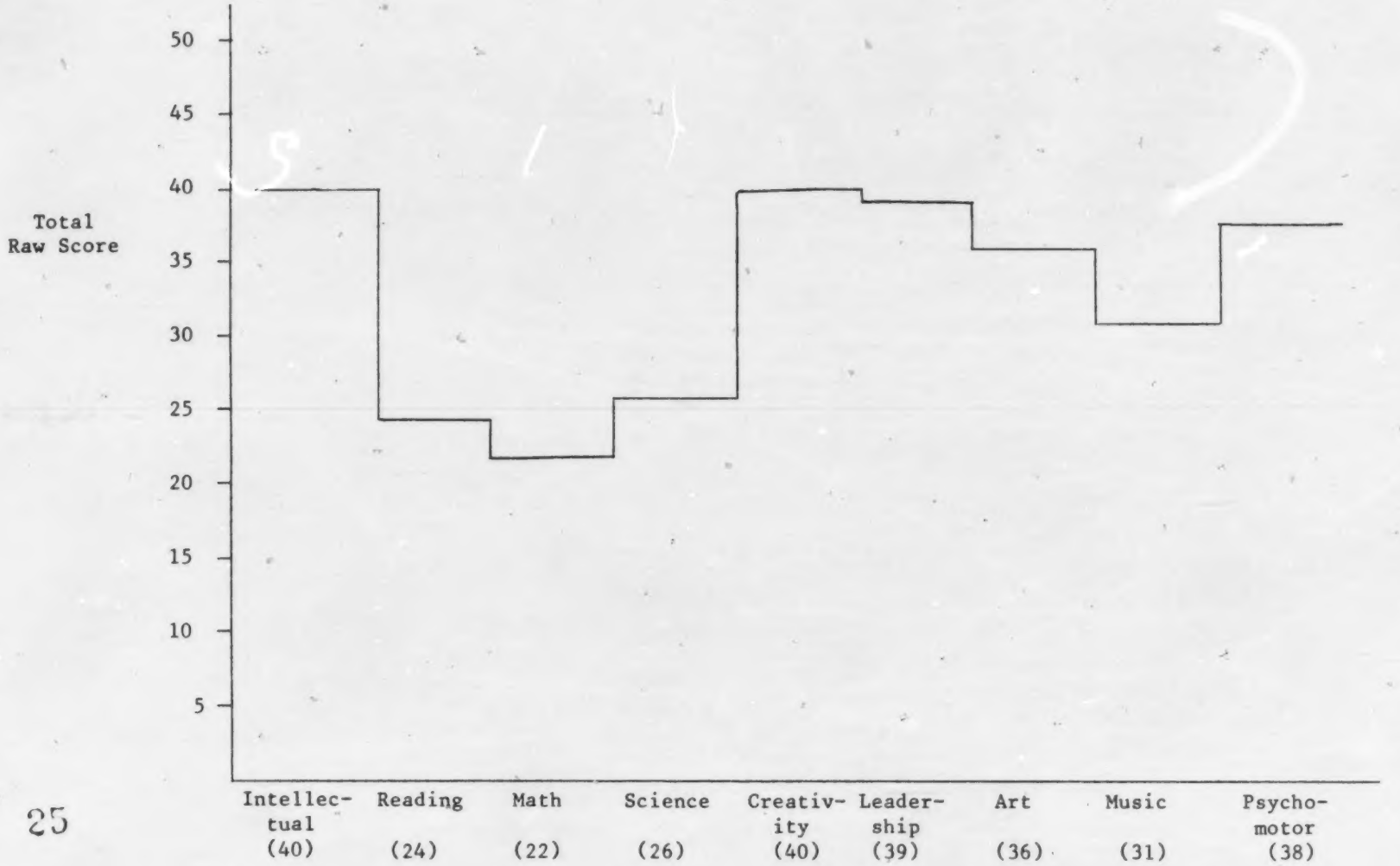
Child's Name_____

Child's Code_____

Birthdate_____

Key: _____ = cutoff level for talent follow-up assessment

Note: Cutoff scores are indicated in parentheses below each talent area.



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